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**Learning Focus:** *Construct progressions help connect all five critical components of the formative assessment process to learning targets.*

**KEY POINT:** *The K-3 Formative Assessment Process occurs within the instructional routine rather than an isolated event apart from instruction.*

**10.1b**

## The Formative Assessment Process: Using a Construct Progression

**45-60 minutes**

✓ **Independent**

### **Materials:**

- Sample evidence of learning \* (i.e., video, photo, anecdotal note, audio recording, student work samples)
- *NC's K-3 Formative Assessment Process Critical Components* handout
- Selected Construct Progression(s)
- *Reflection Template with Technology Tool* handout
- *Tips for Using the Technology Platform* handout
- Link to a virtual, collaborative space

### Optional:

- *Self-Reflection Formative Assessment Process* handout
- *Tips for Using the Technology Platform* handout
- Technology Platform *Slide Deck* describing the features and functionality of the technology platform
- Video (See *Observing with a Purpose Video Clips* handout or *Using Construct Progression Video Clips* handout. On the DIT LiveBinder, in the search box, type in 'videos.' *Current Practice* Handout)
- *Pre-Learning Worksheet: Find It, Try It!*

### PART I

#### **Directions:**

Email the participants the following:

- *NC's K-3 Formative Assessment Process Critical Components* handout
- Construct Progression(s)
- *Reflection Template with Technology tool* handout
- *Sample Evidence of Learning* ( video, photo, anecdotal note, audio recording, student work)
- Link to the *Getting Started* video tutorial
- Link to a virtual collaborative space (e.g., Google Doc, Padlet, Moodle).

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Optional:

- *Self-Reflection Formative Assessment Process* handout
- *Tips for Using the Technology Platform* handout
- *Technology Platform Slide Deck* describing the features and functionality of the technology platform (Found in DIT livebinder)
- Video (On the DIT LiveBinder, in the search box, type in ‘videos.’ )
- *Current Practice Handout*

Ask participants to first watch the *Getting Started* tutorial video. Sign into the technology platform. Be sure to have the *Reflection Template with Technology Tool* handout pulled up and ready to have answers entered. Pull up the *NC’s K-3 Formative Assessment Process 5 Critical Components* handout to refer to, or print a hard copy to have next to them. Have the evidence of learning available (*video, anecdotal note, audio recording, or student work.*)

Ask participants to analyze the evidence of learning as they answer the questions on the *Reflection Template with Technology Tool* handout. Post your answers to the collaborative space. Between now and \_\_\_\_\_ (date).

Sample Email:

Formative assessment is an ongoing process. There are five critical components within this process, each of which is critical for students to reach their full learning potential. The technology platform is a tool that helps you capture evidence of learning, in a variety of ways, such as through written anecdotal notes, photos, audio recordings, and videos. This tool also helps you use the data that you gather throughout the formative assessment process to make instructional decisions for each child.

In this activity we will analyze evidence of a student’s learning (video, anecdotal note, audio recording, and student work) with the support of the technology platform to guide us through all five critical components of the formative assessment process. Although the process is ongoing, this activity will take us through one cycle for practice purposes. The process would spiral and continue in classroom setting.

Please analyze the attached evidence of learning and take notes. Then, go to \_\_\_\_\_ virtual collaborative space and respond to the reflection questions that you find there.

Sample Directions for the Collaborative Space:

- The reflection questions are listed in our collaborative space. After analyzing the evidences of learning, please record your responses in this platform by \_\_\_\_\_ (Date) \_\_\_\_\_.
- What questions do you have about the formative assessment process, using construct progression and/or using the technology platform? Send questions by e-mail to \_\_\_\_\_.

PART II

After everyone has analyzed the evidences of learning and responded on the collaborative space, participants reflect on the comments and questions posted. Reflect on ideas that are new to you. Review the answers to your questions and questions from your colleagues. If further clarification is needed, those questions should be addressed at the next PLC.

(This activity is completed independently. It can be adapted to a face to face activity by doing Part II in a Professional Learning Community or grade level meeting.)

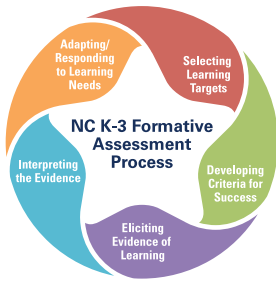
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### Follow-Up Activities:

1. Make connections to participant s' current practices.
  - E-mail the *Current Practices* handout to participants.
  - Ask teachers to reflect on some ways they currently elicit evidence of learning in their classroom. List when and what activities and record on the *Current Practices* handout.
  - If school is in session, instruct participants to choose one child to observe during some of those activities that he/she listed on the *Current Practices* handout.
  - Refer to the *Reflection Template with Technology Tool* handout as you use the technology platform to work through all five critical components for that child.
  - Within 1-2 weeks have teachers share one success and one challenge on the provided virtual collaborative space with colleagues.
  - If school is not in session have participants share three of their ideas from the current practice handout in the collaborative learning space. Be sure to give dates for everyone to go in and view colleagues responses. Save this information to refer to at a future face to face meeting.
2. Reflect.
  - E-mail the *Self-Reflection Formative Assessment Process* handout.
  - Ask teachers to reflect and identify areas where the technology platform will support them. For example, using performance descriptors to create criteria for success, differentiating instruction by utilizing the criteria to group students, or selecting a learning target by using the construct progression.
  - Have teachers identify areas of interest for future professional development and write those ideas in the collaborative learning space.

**KEY POINT: A teacher can learn about his/her students in a variety of ways during instruction. A teacher can collect evidence about students using a variety of strategies.**

- For example, a teacher can enter observational notes, collect work samples, and talk with families. (Optional: take photos, record videos and/or record students speaking)
- All of these methods of documenting evidence of student learning help to inform planning and instruction.



## NC'S K-3 FORMATIVE ASSESSMENT PROCESS CRITICAL COMPONENTS

### CRITICAL COMPONENT: SELECTING LEARNING TARGETS

CORE ELEMENT	EXPECTED IMPLEMENTATION
<b>LEARNING TARGETS:</b> Learning targets are the building blocks of learning of concepts/ skills/practices (e.g., a step along the construct progression). Learning targets reflect the learning that teachers expect students to achieve in an instructional sequence (e.g., 1-2 lessons) and are developed with students (when appropriate) and stated in language that students can understand (e.g., "I can..." statements).	Teacher uses the current learning status and engages individual students in the development of learning targets (when appropriate) in meaningful and appropriate ways to support learning (e.g., using "I can..." statements).

### CRITICAL COMPONENT: DEVELOPING CRITERIA FOR SUCCESS

CORE ELEMENT	EXPECTED IMPLEMENTATION
<b>CRITERIA FOR SUCCESS:</b> Criteria for success describe what students might say, do, make, or write during the learning opportunity to demonstrate that they have met the learning targets. Criteria for success allow students to compare their current learning status with their learning targets. Criteria for success allow teachers to identify gaps in student learning, enabling teachers to adapt and respond to learning needs.	Teacher uses the learning targets and specific performance descriptors to identify the criteria for success for students.
	Teacher engages students in the development of criteria for success (when appropriate) that describe in student-friendly language (e.g., "I will..." statements), what the students will say, do, make, or write during the learning task to meet the learning targets.
	Teacher routinely provides exemplars/modeling aligned with criteria for success (when appropriate) to help students understand how to meet the learning targets.
	Students independently refer to the criteria while learning (some students may require scaffolding and support) in order to monitor and support their own understanding.

### CRITICAL COMPONENT: ELICITING EVIDENCE OF LEARNING

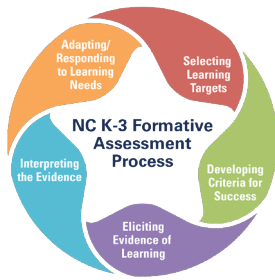
CORE ELEMENT	EXPECTED IMPLEMENTATION
<b>ELICITING EVIDENCE:</b> Eliciting evidence is a planned component of instruction that occurs as instruction is taking place in the moment. Multiple ongoing assessment means are used to elicit evidence of student learning that are both teacher- initiated and child-initiated.	Teacher consistently uses multiple planned, ongoing assessment means aligned with learning targets and criteria for success while instruction is occurring and learning is under way.
	Teacher consistently uses multiple ongoing assessment means to gain insights into where students are in their learning in relation to learning targets and criteria for success.
	Teacher provides a balance of teacher-initiated and child-initiated opportunities for students to express their thinking and ideas through what they say, do, make, or write.

## CRITICAL COMPONENT: INTERPRETING THE EVIDENCE

CORE ELEMENT	EXPECTED IMPLEMENTATION
<p><b>CONSTRUCT PROGRESSIONS:</b> Construct progressions identify the building blocks of learning of concepts/ skills/ practices over time. Construct progressions are not standards, pacing guides, or curriculum scope and sequences. Rather, construct progressions lay out increasingly more complex understandings of core concepts, principles, or skill development, providing a picture of what it means to develop in an area of learning (Heritage, 2008).</p> <p><b>LEARNING STATUS:</b> The learning status is represented by a point along a construct progression. Teachers decide what skill on a construct progression best describes the student's overall performance based on the evidence they have gathered.</p>	<p>Teacher accurately interprets evidence generated from the use of multiple ongoing assessment means and locates students' current learning status along the construct progressions for all five domains of learning and development.</p>






## CRITICAL COMPONENT: ADAPTING/RESPONDING TO LEARNING NEEDS

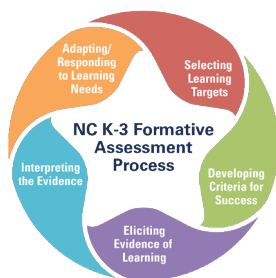
CORE ELEMENT	EXPECTED IMPLEMENTATION
<p><b>DESCRIPTIVE FEEDBACK:</b> Descriptive feedback is related to the particular qualities of student learning with discussion or suggestions about what the student can do to move their learning forward. The teacher should avoid comparisons of a student's work or response with that of other students. Descriptive feedback should be specific, timely, and based on the learning target and criteria for success. It should help the student answer three basic questions: Where am I going? Where am I now? How can I close the gap? (CCSSO FAST SCASS, 2008)</p>	<p>Teacher consistently provides descriptive feedback that is not graded or evaluative, but instead, highlights which criteria for success have been met and which criteria have not been met and why, as well as cues or hints of what students need to do to move learning forward.</p>
<p><b>ADJUSTMENTS IN STUDENT LEARNING:</b> Students use descriptive feedback and teacher's intentional questioning/probing/ prompting to improve their work and advance their learning.</p>	<p>Students independently use feedback (when appropriate) to improve their work and advance their learning.</p> <p>Teacher consistently uses questioning/probes/prompts to elicit students' responses and extend classroom discussions.</p>
<p><b>INSTRUCTIONAL ADJUSTMENTS:</b> Both in-the-moment and ongoing adjustments are made to instruction based upon evidence gathered.</p>	<p>Teacher consistently makes quick adjustments to instruction based on the interpretation of evidence and/or learning targets, in-the-moment and/or within an instructional sequence (1-2 lessons).</p>



# SELF-REFLECTION

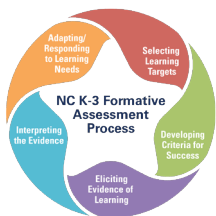
## Formative Assessment Process

CRITICAL COMPONENT	DESCRIPTION OF PRACTICE	IN PLACE	PARTIALLY IN PLACE	NOT IN PLACE
	I select learning targets with students using the next step along the construct progression.			
	I use performance descriptors from the construct progressions to develop criteria for success, engaging students in the development (when appropriate).			
	I provide exemplars/modeling to illustrate criteria for success, and my students independently refer to these criteria while learning (some students may require scaffolding and support).			
	I use planned, multiple, ongoing assessment means to provide insight into skills along the construct progression while instruction is occurring and learning is underway.			
	I use a balance of both child-initiated and teacher-initiated opportunities for students to express their thinking and ideas through what they say, do, make or write.			
	I interpret evidences of learning from the use of multiple assessment means and locate students' current learning status along the construct progressions.			
	I provide non-graded, descriptive feedback that highlights which criteria for success have been met and which have not been met and why.			
	My students use the descriptive feedback I provide to move their learning forward.			
	I make timely adjustments to instruction based upon students' current learning status.			



# REFLECTION TEMPLATE with Technology Tool

	What <b>evidence of learning</b> did you observe? How do you record and save evidence in the technology platform? How could you capture this evidence of learning?			
	Using the construct progression, determine a <b>current learning status</b> . Do you need additional information to do so? In the technology platform, how do you record a current learning status?			
	What can you do to address student needs? Where in the technology platform can you see your entire class list and determine which students to group together for instruction?			
	Using the construct progression, identify the <b>learning target</b> . Where in the technology platform can you see your class list and determine which students you haven't observed yet?			
	How could you develop criteria for success with the student? Where in the technology platform can you find support as you are developing criteria for success?			



# REFLECTION TEMPLATE

## with Technology Tool

### Discussion Key

<b>ELICITING EVIDENCE OF LEARNING</b>	What <b>evidence of learning</b> did you observe? How do you record and save evidence in the technology platform? How could you capture this evidence of learning?	Capture evidence of learning through photos, videos, audio recordings, anecdotal notes, work samples, etc. In the technology platform, select children and an evidence date, type/upload evidence into the technology platform, and assign constructs. <b>Evidence &gt; Add Evidence</b>
<b>INTERPRETING THE EVIDENCE</b>	Using the construct progression, determine a <b>current learning status</b> . Do you need additional information to do so? In the technology platform, how do you record a current learning status?	Determine a current learning status for evidence that you have entered. On the construct progression, view the skills and performance descriptors to inform your decision. Then click the checkbox below the appropriate skill. <b>Evidence &gt; Add Evidence</b>
<b>ADAPTING/ RESPONDING TO LEARNING NEEDS</b>	What can you do to address student needs? Where in the technology platform can you see your entire class list and determine which students to group together for instruction?	Run the Child Profile report at any time during the school year to understand where students are along each construct progression and use that information to plan specific activities or group students so they can learn from each other. In the technology platform, create a Class Profile report. <b>Reports &gt; Class Profile</b>
<b>SELECTING LEARNING TARGETS</b>	Using the construct progression, identify the <b>learning target</b> . Where in the technology platform can you see your class list and determine which students you haven't observed yet?	On the construct progression and identify the skill that is just beyond the student's current learning status. <b>Evidence &gt; Add Evidence</b>  To determine which students still need to be observed, create an Evidence Status report. <b>Evidence &gt; Evidence Status</b>
<b>DEVELOPING CRITERIA FOR SUCCESS</b>	How could you develop criteria for success with the student? Where in the technology platform can you find support as you are developing criteria for success?	Use the learning target and performance descriptors to determine what the student will say, do, make, or write to demonstrate learning. In the technology platform, go to the relevant construct progression after entering evidence and, in either progression view or skill view, show the performance descriptors for the learning target and use them make a determination. <b>Evidence &gt; Add Evidence &gt; Show Performance Descriptors</b>



## OBSERVING WITH A PURPOSE VIDEO CLIPS

Select one or more video clips to use with the Professional Development Activities: 3.2a, 3.2b.

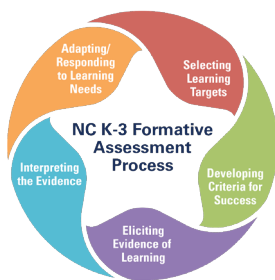
TITLE OF VIDEO CLIP	OBSERVABLE ACTIONS	TIME
5 Little Pumpkins	4 children create a picture about the song, 5 Little Pumpkins. They use scissors, construction paper, and glue to make the picture and count their pumpkins to see how many more they need to make. 2 girls begin singing the 5 Little Pumpkins song when their pictures are finished. The observer can notice 4 different Domains in this clip: <b>Motor Development</b> (grip manipulation, hand dominance), <b>Cognitive Development</b> (object counting), <b>Language Development &amp; Communication</b> (vocabulary) and <b>Approaches to Learning</b> (perseverance in teacher directed activity).	:55
Drawing, Writing, & Cutting	4 children are sitting at a table working on various self-selected projects using scissors, markers, crayons, and paper. The observer can notice 3 different Domains in this clip: Motor Development (fine motor, gross motor, mid-line), Language Development & Communication (letter writing, drawing), and Approaches to Learning (sustained engagement of self-selected activity).	:52
Poor Old Polly	2 children have selected the Poor Old Polly big book to read aloud together using pointers. The observer can notice 3 different Domains in this clip: Language & Literacy (book orientation, print awareness); Motor Development (grip & manipulation, hand dominance, midline development) and Approaches to Learning (sustained engagement of self-selected activity).	:59*
Shopping at the Market	Several children write a grocery list (one item per food group) to use to go shopping at the class market. The observer can notice 2 different Domains in this clip: Language & Literacy (writing to convey meaning, labeling, names letters, vocabulary use); and Approaches to Learning (sustained engagement of self-selected activity).	:58

\*This clip was shortened from 1:15 to :59 to accommodate LiveBinder requirements.

## USING CONSTRUCT PROGRESSIONS VIDEO CLIPS

The following video clips support the March 2015 Professional Develop Activities: 6.1a, 6.1b, 6.2, 6.3.

TITLE OF VIDEO CLIP	OBSERVABLE ACTIONS	TIME
Morning Meeting Literacy Activity	Children are gathered together on the carpet for Morning Meeting. The leader of the day is Kaleb. Using Kaleb's name, the teacher presents the sentence "Kaleb is here". She focuses on particular literacy aspects such as reading from left to right, voice to print match, and the difference between letters and words.	:59
Math Center Object Counting	During Developmental Centers, a child has selected leaves to sort and count. The teacher, moving around the room to work with various children, stops at the Math Center to observe and probe as the child counts different collections of leaves.	:50
Writing Workshop Emotional Literacy	As children are writing in their journals, a student seeks the teacher's support about something that a classmate said that upset him.	:20

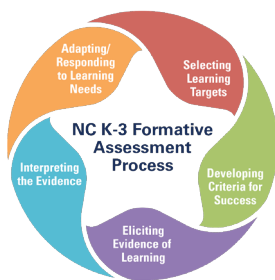


## Pre-Learning Worksheet: FIND IT, TRY IT!

This activity is designed to familiarize you with the features and functionality of the NC K–3 Formative Assessment Process technology platform. Exploring a new technology on your own is a great way to learn what it can do and how you can use it to accomplish your tasks. Have fun exploring!

**Directions:** Sign in to your account on the technology platform. Review the questions and tasks in the left column of this worksheet. Navigate through the technology platform to respond to each item as directed and enter your response in the right column of this worksheet.

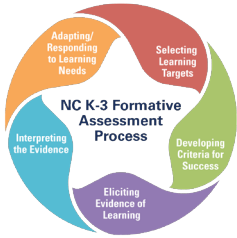
QUESTION/TASK	RESPONSE
Name the tabs that are visible on the technology platform.	
What information will you find on your home page?	
Find and name the constructs that are required for the first 60 days of school.	
What kinds of files can you upload using the <b>Evidence</b> tab?	
How could you find out how many pieces of evidence you have entered for all the students in your class?	
What is the purpose of the Sandbox? How many children are in the Sandbox?	
Click the <b>Support &amp; Resources</b> button to locate and watch the <i>Getting Started</i> video tutorial.	
Find and describe two ways to view a performance descriptor on a construct progression.	
On a construct progression, which view shows only one skill and its performance descriptors?	
Which report in the <b>Reports</b> tab could you use to show learning statuses for your entire class on the Object Counting Progression?	
When would you use the <b>Status Summary</b> tab?	



# Pre-Learning Worksheet: FIND IT, TRY IT!

## FACILITATORS GUIDE WITH SAMPLE ANSWERS

QUESTION/TASK	RESPONSE
Name the tabs that are visible on the technology platform.	Evidence, Status Summary, Communication, Reports, Children
What information will you find on your home page?	Technology platform news/updates; progress completing the Formative Assessment Process
Find and name the constructs that are required for the first 60 days of school.	Status Summary > By Class Support & Resources <ul style="list-style-type: none"> <li>• Book and Print Awareness</li> <li>• Object Counting</li> </ul>
What kinds of files can you upload using the <b>Evidence</b> tab?	Photos, videos, audio recordings, anecdotal notes, work samples
How could you find out how many pieces of evidence you have entered for all the students in your class?	Generate an Evidence Status report
What is the purpose of the Sandbox? How many children are in the Sandbox?	To practice using the technology platform without using live data; there is one Sandbox child at present
Click the <b>Support &amp; Resources</b> button to locate and watch the <i>Getting Started</i> video tutorial.	
Find and describe two ways to view a performance descriptor on a construct progression.	In skill view (by default) and in progression view by clicking "Show Performance Descriptors" button
On a construct progression, which view shows only one skill and its performance descriptors?	Skill view
Which report in the <b>Reports</b> tab could you use to show learning statuses for your entire class on the Object Counting Progression?	Class Profile
When would you use the <b>Status Summary</b> tab?	After the 60th day of school to fulfill the kindergarten entry requirement



# CURRENT PRACTICES

K-3 Formative Assessment Process Critical Component Addressed	Construct Progression	My Activity